

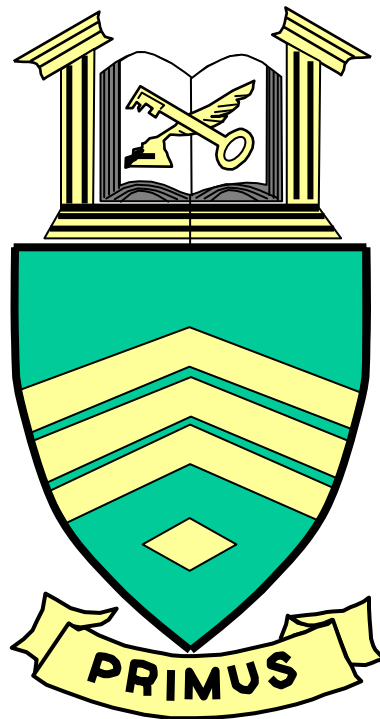
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L660 (052002)

JUN 01

CIVILIAN/MILITARY WORKGROUPS

PRERESIDENT TRAINING SUPPORT PACKAGE



Overview

Civilian employees are an indispensable part of the Army. Only through the integrated efforts of civilians and soldiers can the Army accomplish its assigned missions and make the most effective use of resources. A prerequisite for success is the relationship and interplay that takes place between each member of America's Army. As leaders, it is important for us to know and understand how civilian and military work together to contribute to the successful accomplishment of the Army's mission.

The several thousand Army civilian employees and contractor personnel who served with the armed forces in DESERT SHIELD and DESERT STORM demonstrated that civilians, and the soldiers they support, share the same sense of commitment and selfless service to the Army and to the Nation.

Throughout your career, you will serve in organizations that include civilians. An understanding of their role will enable you to maximize time and energy in your assignment. Many of you will supervise civilian employees sometime during your careers. Similarly, some civilians will supervise military personnel. How well you discharge your responsibility depends upon how well you understand the role of civilian members of the Army team, the policies and systems that govern the military and civilian components of the Army, and your overall leadership responsibilities.

Inventory of Lesson Materials

Prior to starting this lesson ensure you received all materials (pages, tapes, disks, etc.) required for this Training Support Package. Go to the **"This [TSP or Appendix] Contains"** section, on page two of the TSP and the first page of each Appendix, and verify you have all the pages. If you are missing any material, contact the First Sergeant Course Class Coordinator at the training institution where you will attend phase II FSC-TATS.

Point of Contact

If you have any questions regarding this lesson, contact the First Sergeant Course Class Coordinator at the training institution where you will attend phase II FSC-TATS.

PRESIDENT TRAINING SUPPORT PACKAGE

TSP Number/ Title	L660 Identify Key Tasks Performed in a Civilian/military Workgroup
Effective Date	JUN 01
Supersedes TSPs	L660, Identify Key Tasks Performed in a Civilian/military Workgroup DEC 99
TSP User	This TSP contains a training requirement that you must complete prior to attending phase II, FSC-TATS. It will take you about three hours to complete this requirement.
Proponent	The proponent for this document is the U.S. Army Sergeants Major Academy.
Comments and Recommen- dations	Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to: ATTN ATSS DCF FSC TATS COMDT USASMA BLDG 11291 BIGGS FLD FT BLISS TX 79918-8002
Foreign Disclosure Restrictions	The lesson developer in coordination with the USASMA foreign disclosure authority has reviewed this lesson. This lesson is releasable to foreign military students from all requesting foreign countries without restrictions.

**This TSP
Contains**

Table of Contents		Page
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SECTION I ADMINISTRATIVE DATA**Task(s)
Trained**

This lesson trains the tasks listed in the following table:

Task Number:	152-A-0002
Task Title:	Identify key tasks performed in a civilian/military workgroup,
Conditions:	As a staff member of a company size organization, a member of a special project team consisting of officers, warrant officers, NCOs, and civilian personnel, given, AR 690-400, AR 690-950, AR 690-8-19, DA PAM 600-3, US Code Title 5, and Managers Handbook OPM 1981
Standard:	Perform tasks in a civilian/military workgroup IAW the references listed above
Task Proponent:	HQ, TRADOC.

**Task(s)
Reinforced**

This lesson reinforces the task listed in the following table.

Task Number	Task Title
158-A-1183	Identify duties, responsibilities, and authority of Commissioned Officers, Warrant Officers, Noncommissioned Officers, and DA Civilians

**Prerequisite
Lesson(s)**

None

**Clearance and
Access**

There is no clearance or access requirement for this lesson.

References

The following table lists the additional references for this lesson:

Number	Title	Date	Para No.	Additional Information
AR 600-20	Army Command Policy	May 02		
AR 672-20	Incentive Awards	Jan 99		
AR 690-400	Total Army Performance Evaluation System	Oct 98		
FM 12-6	Personnel Doctrine	Sep 94		
FM 22-100	Army Leadership	Aug 99		
US Code, Title 5	Government Organization & Employees	Jan 95		

**Equipment
Required**

None

**Safety
Requirements**

None

**Risk
Assessment
Level**

Low

Environmental Considerations None

Lesson Approval The following individuals have reviewed and approved this lesson for incorporation into the First Sergeant Course.

Name/Signature	Rank	Title	Date
Kevin L. Graham	MSG	Training Developer	
Chris L. Adams	SGM	Chief Instructor, FSC	
John W. Mayo	SGM	Course Chief, FSC-TATS	

SECTION II INTRODUCTION

Terminal Learning Objective At the completion of this lesson, you will--

Action:	Identify key tasks performed in a civilian/military workgroup,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Identified key tasks performed in a civilian/military workgroup IAW SH-1.

Evaluation Before entering phase II FSC-TATS, you will receive the end of Phase I Performance Examination that will include questions based on material in this lesson. On that examination, you must answer at least 70 percent of the questions correctly to achieve a GO.

**Instructional
Lead-in**

Throughout your career, you will serve in organizations that include civilians. An understanding of their role will enable you to maximize time and energy in your assignment. Many of you will supervise civilian employees sometime during your careers. Similarly, some civilians will supervise military personnel. How well you discharge your responsibility depends upon how well you understand the role of civilian members of the Army team, the policies and systems that govern the military and civilian components of the Army, and your overall leadership responsibilities.

SECTION III PRESENTATION**ELO 1**

Action:	Discriminate between civilian and military methodologies of supervision, training, and evaluation,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Discriminated between civilian and military methodologies of supervision, training, and evaluation IAW SH-1.

**Learning
Step/Activity
(LS/A) 1, ELO
1**

- Read ELO 1 above.
- Study Student Handout at Appendix C.
- Complete Lesson Exercise at Appendix B.
- Compare your responses with the suggested solution found in the SLE-1 at Appendix B.
- If your response does not agree with the answer in the solution discussion, review the lesson material.

ELO 2

Action:	Interpret chain of command, manpower mix, and civilian/military duty relationship,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Interpreted chain of command, manpower mix, and civilian/military duty relationship IAW SH-1.

- LS/A 1, ELO 2**
- Read ELO 2 above.
 - Study Student Handout 1 at Appendix C.
 - Complete Lesson Exercise at Appendix B.
 - Compare your responses with the suggested solution found in the SLE-2 at Appendix B.
 - If your response does not agree with the answer in the solution discussion, review the lesson material.
-

ELO 3

Action:	Differentiate between military and civilian job/duty descriptions,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Differentiated between military and civilian job/duty descriptions IAW SH-1.

- LS/A 1, ELO 3**
- Read ELO 3 above.
 - Study Student Handout 1 at Appendix C.
 - Complete the Lesson Exercise at Appendix B.
 - Compare your responses with the suggested solution found in the SLE-3 at Appendix B.
 - If your response does not agree with the answer in the solution discussion, review the lesson material.
-

ELO 4

Action:	Identify military and civilian discipline procedures,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Identified military and civilian discipline procedures IAW SH-1.

LS/A 1, ELO 4

- Read ELO 4 above.
 - Study Student Handout 1 at Appendix C.
 - Complete the Lesson Exercise at Appendix B.
 - Compare your responses with the suggested solution found in the LE-4 at Appendix B.
 - If your response does not agree with the answer in the solution discussion, review the lesson material.
-

ELO 5

Action:	Compare military and civilian duty time,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Compared military and civilian duty time IAW SH-1.

LS/A 1, ELO 5

- Read ELO 5 above.
 - Study Student Handout 1 at Appendix C.
 - Complete the Lesson Exercise at Appendix B.
 - Compare your responses with the suggested solution found in the SLE-5 at Appendix B.
 - If your response does not agree with the answer in the solution discussion, review the lesson material.
-

ELO 6

Action:	Identify military and civilian promotion procedures,
Conditions:	as a first sergeant in a classroom environment, given SH-1,
Standard:	Identified military and civilian promotion procedures IAW SH-1.

LS/A 1, ELO 6

- Read ELO 6 above.
- Study Student Handout 1 at Appendix C.
- Complete the Lesson Exercise at Appendix B.
- Compare your responses with the suggested solution found in the SLE-1 at Appendix B.
- If your response does not agree with the answer in the solution discussion, review the lesson material.

SECTION IV SUMMARY

1. Throughout this lesson, we have identified civilian and military methodologies and systems. Below are highlights of the similarities and differences of both systems.

a. Differences exist between the military and civilian work force. Law and mission requirements dictate these differences. Some of the differences are as follows:

- (1) As mentioned before different laws within the United States Code establishes the two work forces, Title 10 for the military and Title 5 for the civilian.
- (2) Military members carry their grade with them regardless of the job they perform. Generally, a military member's grade is not affected by the position occupied. However, civilians' grades or ranks are determined solely by the position they permanently occupy. If they move to a new position, they assume the grade of the position. Their eligibility to hold the position determines whether or not they can move to that position.

**Summary,
continued**

(3) Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. However, civilians are recruited to fill established position vacancies. Civilian recruiting is conducted primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

(4) Mobility of military members is mandatory. However, in general mobility for civilian members is voluntary.

(5) Training for military members primarily focuses on leadership and common military skills. Regulations mandate most requirements. Leadership and the specific duties of the position in which employed are the focus of civilian training. Civilian training is not necessarily mandatory. Supervisors approve training for civilian employees.

b. Just as there are differences between the military force and the civilian force there are also some important similarities between the systems.

(1) Legislative and congressional imposed size limitations affect both forces.

(2) The working relationships within the two forces are based on a superior/ subordinate concept.

(3) Organizational levels in the staff chain are the same for both systems, i.e., from the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army to the installation level.

(4) Management functions within both systems address the same issues and concerns of policy, planning, budgeting and evaluating.

(5) Leading and caring for subordinates are paramount to both systems.

(6) Civilians and Officers take the same oath upon entry to the Army.

SECTION V STUDENT EVALUATION

**Testing
Require-
ments**

Before entering phase II, you will receive the end of Phase I Performance Examination that will include questions based on material in this lesson. On that examination, you must answer at least 70 percent of the questions correctly to achieve a GO.

SECTION VI STUDENT QUESTIONNAIRE

Directions

Complete the following actions:

- Enter your name, rank, and the date you complete this questionnaire

Name:

Rank:

Date:

- Answer items 1 through 6 below. Use additional pages if necessary.
- Fold the questionnaire so the address for USASMA is visible.
- Print your return address, add postage, and mail.

Note: Your response to this questionnaire will assist USASMA in refining and improving the course. When completing the questionnaire, answer each question frankly. Your assistance helps build and maintain the best Academy curriculum possible.

Item 1

Do you feel you have mastered the learning objectives of this lesson?

Item 2

Was the material covered in this lesson new to you?

Item 3

Which parts of this lesson were most helpful to you in mastering the learning objectives?

Item 4

How could we improve the format of this lesson?

Item 5

How could we improve the content of this lesson?

Item 6

Do you have additional questions or comments? If you do, please list them here. You may use additional pages if necessary.

ATTN: ATSS DCF FSC TATS
CMDT USASMA
BLDG 11291 BIGGS FLD
FT BLISS, TX 79918-8002.

APPENDIX B**INDEX OF LESSON EXERCISES AND SOLUTIONS**

**This
Appendix
Contains**

This Appendix contains the items listed in this table---

Title/Synopsis	Pages
LE-1, Lesson Exercise 1	LE-1-1 thru LE-1-4
SLE-1, Solution, Lesson Exercise 1	SLE-1-1 thru SLE-1-5

LESSON EXERCISE 1

List one difference or one similarity between civilian and military programs and requirements in items 1 through 7 below: (Essay style)

1. Supervisory requirements:

2. Training system:

3. Evaluation system:

4. Chain of command:

5. Job descriptions:

6. Work schedules:

7. Promotion procedures:

8. QUESTION: In what occupations do you usually find a high concentration of civilians?

ANSWER: _____

9. QUESTION: What are the benefits of hiring civilians?

ANSWER: _____

10. QUESTION: Do civilians have the authority to command?

ANSWER: _____

11. QUESTION: What is the equivalent military rank of a senior executive?

ANSWER: _____

12. QUESTION: What is the basic role of the DA Civilian?

ANSWER: _____

13. QUESTION: What is one general responsibility for civilians?

ANSWER:

- a. Primarily involved with units and unit operations
- b. Maintains, administers, and manages the Army's equipment, support activities, and technical systems
- c. Is primarily involved with individual soldier and team leading
- d. Assure continuity of administration and operations

14. QUESTION: Civilians use performance ratings for?

ANSWER:

- a. Deciding who keeps or loses a job during a reduction in force
- b. Promotions, performance awards
- c. Training, and reassignments
- d. All of the above

15. QUESTION: ACTEDS stands for?

ANSWER: _____

16. QUESTION: What are two sources for Civilian training?

ANSWER:

- a. _____
- b. _____

17. QUESTION: What are two standards used to evaluate civilians?

ANSWER:

- a. _____
- b. _____

18. QUESTION: Who is responsible for a civilian's individual training?

ANSWER: _____

19. QUESTION: How are civilian grades/ranks determined?

ANSWER: _____

20. QUESTION: What is the source of civilian authority?

ANSWER: _____

21. QUESTION: How much annual leave does a full time civilian receive every pay period until the third year?

ANSWER: _____

22. QUESTION: How long can a civilian be detailed for a special job outside their normal duties?

ANSWER: _____

23. QUESTION: ACTEDS is a sequential and progressive training system, which parallels what system?

ANSWER: _____

SOLUTION TO LESSON EXERCISE 1

1. Supervisory requirements

Possible Answers: APPENDIX C, Page SH-1-1 & 1-2 (ELO 1)

- Similarity: Management functions within both systems address the same issues and concerns of policy, planning, budgeting and evaluating.
- Similarity: Leading and caring for subordinates are paramount to both systems.
- Difference: Major disciplinary actions are conducted through the military chain of command for military and Civilian personnel for civilians.

2. Training system

Possible Answer: APPENDIX C, Page SH-1-5 and 1-6 (ELO 1)

Difference: Training for military members focuses on leadership and common military skills and most is mandated by regulation. The specific duties of the position in which employed and leadership requirements dictate the training a civilian will receive, and it is not necessarily mandatory.

3. Evaluation system

Possible Answer: APPENDIX C, Page SH-1-3 (ELO 1)

Similarity: The NCOER and the OER are models for the civilian TAPES.

4. Chain of command

Possible Answer: APPENDIX C, Page SH-1-19 (ELO 2)

Similarity: The organizational levels in the staff chain are the same for both systems, i.e., from the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army to the installation level.

5. Job descriptions

Possible Answer: APPENDIX C, Page SH-1-10 (ELO 3)

Difference: Military members carry their grade with them regardless of the job they perform. The position occupied may not affect the military member's grade. However, the position a civilian occupies, determines their grade or rank. If they move to a new position, they assume the rank of the position. Their eligibility to hold the position will determine if they can move to that position.

6. Work schedules

Possible Answer: APPENDIX C, Page SH-1-16 (ELO 5)

Difference: Normally civilians work 80 hours in two weeks (40 hours a week), military work 24 hours a day, to meet mission requirements.

7. Promotion procedures

Possible Answers: APPENDIX C, Page SH-1-18 (ELO 6)

Difference: Civilian promotion depends solely on the position or job they occupy. Civilians do not have a predetermined up or out method of hiring and retiring. A civilian move is dependent on the job, not the number of years in service.

Difference: Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. However, civilians are recruited to fill established position vacancies. Civilian recruiting is conducted primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

8. QUESTION: In what occupations do you usually find a high concentration of civilians?

ANSWER: Logistics, research & development and base operations

(Ref: APPENDIX C, Page SH-1-8) (ELO 3))

9. QUESTION: What are the benefits of hiring civilians?

ANSWER: More economical, costs are lower for civilians; free resources for uniquely military missions; provide support so military can focus on military tasks.

(Ref: APPENDIX C, Page SH-1-9) (ELO 2))

10. QUESTION: Do civilians have the authority to command?

ANSWER: No. Only the President can command.

(Ref: APPENDIX C, Pages SH-1-8 & 1-14) (ELO 2))

11. QUESTION: What is the equivalent military rank of a senior executive?

ANSWER: General Officer.

(Ref: APPENDIX C, Page SH-1-8) (ELO 2))

12. QUESTION: What is the basic role of the DA Civilian?

ANSWER: To support and serve in mission accomplishment.

(Ref: APPENDIX Page SH-1-8) (ELO 3))

13. QUESTION: What is one general civilian responsibility?

ANSWER: d, assure continuity of administration and operations

(Ref: APPENDIX C, Page SH-1-8) (ELO 3))

14. QUESTION: Civilians use performance ratings for?

ANSWER: d, all of the above

(Ref: APPENDIX C, Page SH-1-4) (ELO 1))

15. QUESTION: ACTEDS stands for?

ANSWER: Army Civilian Training and Education Development System.

(Ref: APPENDIX C, Page SH-1-5) (ELO 1))

16. QUESTION: What are two sources for civilian training?

ANSWER:

- CPAC/CPOC sponsored courses
- Army Education Centers
- Army correspondence courses
- In-house expertise
- On-the-job training
- Government and non government training and schools
- Civilian Core Leadership Training

(Ref: APPENDIX C, Page SH-1-6) (ELO 1))

17. QUESTION: What are two standards civilians are evaluated against?

ANSWER:

- Technical competence
- Innovation and initiative
- Responsibility and accountability
- Working relationship
- Communication

(Ref: APPENDIX C, Page SH-1-4) (ELO 1))

18. QUESTION: Who is responsible for civilian's individual training?

ANSWER: The employee, the supervisor, management, and the organization's human resources development office (HRDO), share the responsibility for individual training.

(Ref: APPENDIX C, Page SH-1-5) (ELO 1))

19. QUESTION: How are civilian grades/ranks determined?

ANSWER: By the responsibilities of the position they hold.

(Ref: APPENDIX C, Page SH-1-10) (ELO 6))

20. QUESTION: What is the source of civilian authority?

ANSWER: Commanders, Title 5, and Army Regulations

(Ref: APPENDIX C, Page SH-1-14) (ELO 4))

21. QUESTION: How much annual leave does a full-time civilian receive every pay period until the third year?

ANSWER: 4 hours.

(Ref: APPENDIX C, Page SH-1-17) (ELO 5))

22. QUESTION: How long can a civilian be detailed for a special job outside their normal duties?

ANSWER: Up to 120 days.

(Ref: APPENDIX C, Page SH-1-18) (ELO 6))

23. QUESTION: ACTEDS is a sequential and progressive training system, which parallels what system?

ANSWER: Military System.

(Ref: APPENDIX C, PAGE SH-1-6) (ELO 4))

APPENDIX C

INDEX OF STUDENT HANDOUTS

**This
Appendix
Contains**

This Appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1	SH-1-1 thru SH-1-20

STUDENT HANDOUT 1

Directions

The reading material for this lesson is in this student homework packet. You are to read the materials and answer the questions in the Lesson Exercise for each Enabling Learning Objective (ELO) at Appendix B. You should try to answer the questions without referring back to the reading material. You will find the correct answers in the Solution/Discussion section after the Lesson Exercise for that ELO at Appendix B. *You should strive to score a minimum of 80% on each Lesson Exercise.* If you do not score 80%, you should go back and review the material you missed. Each answer will refer to the appropriate page in the TSP. The material covered here will be the basis for the Phase I final examination.

Responsibilities of Civilians and Military

Although there are no definitive lines that separate Officer, Warrant Officer, NCO and Civilian responsibilities, there are some general responsibilities for each. There are two categories of responsibility, individual responsibility and command responsibility.
(Ref. FM 22-100, Appendix A, A-1, A-19, and A-18)

Command Responsibility

Command responsibility is the collective or organizational accountability that all leaders have to ensure that the unit or organization performs and accomplishes its mission. Command responsibility includes being accountable for the climate of the organization, and for the health, welfare, and safety of the personnel assigned to the organization.

Some examples of command responsibilities are:

- Ensuring all personnel receive appropriate safety briefings
- Ensuring all personnel perform proper risk assessments
- Ensuring all soldiers receive weapons qualification training

(Ref. FM 22-100, Appendix A, A-18)

Commissioned Officers

Commissioned Officers

- Command, establish policy and manage the Army
- Focus on integration of collective, leader, and soldier training leading to mission accomplishment
- Work with units and unit operations
- Concentrate on unit effectiveness and readiness
- Concentrate on the standards of performance, training and professional development of Officers and NCOs and Civilians

**Noncommis-
sioned Officers**

- Conducts the daily business of the Army within established policy
- Focuses on individual training that leads to mission capability
- Is primarily involved with individual, soldier, and team leading
- Concentrates on the standards of performance, training, and professional development of subordinates

(Ref. FM 22-100, Appendix A, A-2)

Civilians

- Establish, execute policy, lead people, and manage programs, projects, and Army systems
- Focus on integration of collective, leader, soldier, and civilian training leading to mission accomplishment
- Concentrate on the standards of performance, training and professional development of Officers, Warrant Officers, Noncommissioned Officers and Civilians
- Concentrate on individual and organizational effectiveness and readiness
- Assure continuity of administration and operations
- Operate, maintain, administer, and manage Army equipment and support, research, and technical activities.
- Perform highly technical and specialized functions for which military personnel are not available
- Free military personnel to perform military specific tasks and support sustaining base functions

(Ref. FM 22-100, Appendix A)

**Division of
Responsibility**

The above list is a general division of responsibilities and not intended to be all encompassing. Officers, Warrant Officers, NCOs, and Civilians must determine the best division of responsibilities and tasks by considering the mission, the situation, and their individual abilities and personalities.

However, successful mission accomplishment requires that all leaders work together, advise, assist, and learn from each other.

**Individual
Responsibility**

All Officers, Warrant Officers, Noncommissioned Officers and Civilians are responsible for their individual actions.

Job performance and future potential are part of the civilian evaluation process, just as they are with the military. In addition, both the civilian and military evaluation report systems serve as a means to instill the Army ethic and values. By instilling the same core values within each soldier and civilian, we strengthen our organization's ethic.

(Ref. FM 22-100, Appendix A)

Evaluations The OER and NCOER evaluation systems are the model for the civilian system. The Total Army Performance Evaluation System (TAPES) is a first step towards merging civilian and military evaluation systems.

TAPES TAPES, mirrors the military evaluation form, prompting a supervisor (rater) and subordinate employee (ratee) partnership; expanding ratee's roles in the evaluation and organizational goal setting process.

TAPES is divided into two levels, Senior and Base Systems.

The Senior System covers civilians in GS/WS grades 9 and above and their equivalent in other pay plans (Career Interns are rated under the senior system).

Base System covers GS/WS grade 8 and below and their equivalent pay plans.

Every Army civilian employee has to have a current performance plan and receive an annual evaluation.

Counseling must occur within the first 30 days of each rating period and during a midyear review. (AR 690-400).

(Ref. AR 690-400)

Performance Ratings Performance ratings affect promotions, performance awards, demotions, removals, training, and reassignments. In addition, performance ratings are used as a factor to decide who keeps a job during a reduction in force. (Ref. AR 690-400)

Evaluation Forms, DA Form 7222-1 DA Form 7222-1, Senior System Civilian Evaluation Report Support Form helps the rater and ratee:

- define objectives
- link individual and organizational goals
- plan professional development

Ratees may start the process by recommending objectives they would like to accomplish. By working together to establish goals the rater and ratee define work objectives.

The support form becomes the performance plan once initiated and dated by the senior rater. The form summarizes position responsibilities:

- records performance objectives and discussions
- documents the ratee's significant accomplishments at the end of the rating period

DA standards for evaluating senior performance are:

- Technical competence
- Innovation and initiative
- Responsibility and accountability
- Working relationship
- Communication

Supervisors also are rated on:

- EEO and affirmative action
- Organizational management and leadership
- Evaluating contributions
- Reinforcing values
- Documenting potential
- Documenting performance awards, SES pay increases/bonuses

(Ref. DA Pamphlet 690-400, Chapter 4302)

The Base System

The BASE System covers General Schedule (GS) and Wage Grade (WG) 8 and below (we will discuss GS and WG later in this lesson). The system focuses on performance counseling and evaluation. Records of counseling and the performance plan are maintained on the Counseling Checklist/Record, DA Form 7223-1.

Performance Counseling

Performance counseling emphasizes dialogue between rater and ratee by identifying and explaining job requirements and standards, determining training needs, promoting successful performance and discussing Army values. DA standards for evaluating performance for Base System employees are:

- Technical competence
- Adaptability and initiative
- Working relationships and communications
- Responsibility and dependability

Supervisors are also rated on:

- EEO and affirmative action
- Leadership and supervision

Publications

AR 690-400, chapter 4302, Total Army Performance Evaluation System and DA PAM 690-400, chapter 4302, (user guide) offers detailed procedural guidance in using the forms and the systems.

Training requirements

In the late 1980's senior leaders began evaluating civilian leadership training. When comparing leadership training between civilians and soldiers, Army leaders noted some obvious differences.

Soldiers have standard, progressive and sequential training systems. Assignments with greater responsibility follow each training level. Career advancement has a set pattern. Therefore, when a soldier reports to his commander or leader, the leader already knows the soldier's training history and what he can expect the soldier to do.

In contrast, civilians come to a job with a variety of training, education and experiences. There is no standard training program ensuring competencies for specific grade levels.

The Civilian Leader Development Action Plan

Training and developing future leaders is vital to the Army. In 1990, The Army's Chief of Staff approved the Civilian Leader Development Action Plan, an outgrowth of the Army Civilian Training and Education Development System (ACTEDS).

The Officer and Noncommissioned Officer Leader Development plans, serve as the model for civilian development and focuses on improving civilian leader development. ACTEDS provides a model to assist leaders to determine training needs, counsel employees, assist in employee's career development and develop training budgets.

ACTEDS

ACTEDS is:

- Sequential and progressive
- Blends formal training and developmental assignments
- Is a career progression road map
- Identifies positions and recommends how employees prepare
- Parallels the military system
- Provides an orderly and systematic approach to technical, professional and leadership training
- Requires both individual and command commitment

Individual Training

Individual training is the responsibility of the employee, the supervisor, agency management, and the agency human resources development office.

ACTEDS plans show formal courses a careerist may take. They list both mandatory and recommended training courses. These plans also show core training courses' civilians should take regardless of their career programs.

Sources for Civilian Training

Sources for civilian training (besides the Civilian Core Leadership training program) include installation Civilian Personnel Advisory Center (CPAC) and Civilian Personnel Operations Center (CPOC) sponsored courses, Army Education Centers, Army correspondence courses, in-house expertise, on-the-job training, government and non-government training and schools.

The installation CPAC serves as the main point of contact for civilian training. Check with them on local procedures and to obtain information on employee training.

Awards

Civilians earn awards for individual performance derived from yearly performance evaluations, or for special acts. They may be honorary or monetary.

An annual appraisal may authorize two types of monetary awards:

- Performance Awards (bonus for above average performance) and
- Quality Step Increase (fast forward step (pay) increase of the employee's annual salary)

(Army Regulation 672-20, Incentive Awards for Army civilians)

Other Awards

Other awards are:

- Special Acts or Service Awards (can be monetary)
- On the Spot Cash Award – monetary
- Time off awards; one day, supervisor approval; higher authority approves 40 to 80 hours for a single contribution (without charge to leave or loss of pay for an achievement) to the Army mission
- Career Service Awards – Time in service starting at 10 years, 15 years, 20 years

Honorary awards – The Army has a hierarchy of awards to recognize long term high level performance or truly outstanding achievements of civilian employees

Public Service Awards

Public Service awards:

- Certificate of Appreciation for Patriotic Service
- Letters of Appreciation and Commendation.
- “Awards ideas for Excellence Program” (monetary award) – Employees who submit outstanding ideas for improvement to Army services, operations, procedures, or facilities.

Comparison of military and civilian awards as follows:

Equivalent AwardsCivilian Awards

Decoration for Exceptional Service
 Meritorious Civilian Service
 Superior Civilian Service
 Commanders Award for Civilian Service
 Achievement Medal for Civilian Civil Service
 Civilian Award for Humanitarian Service

Military Awards

Distinguished Service Medal
 Legion of Merit
 Meritorious Service Medal
 Army Commendation Medal
 Army Achievement Medal
 Humanitarian Service

The Chain of Command

The Chain of Command is the most important organizational channel of communication and supervision technique used by the Army. The chain of command assists commanders and supervisors at all levels in accomplishing the unit's mission and caring for the personnel and property in their charge.

The chain of command, also known as the "Command Channel," extends from the President, as Commander-in-Chief, down through the various grades of rank to the lowest enlisted person leading the smallest Army element.

Use of the chain of command facilitates the transmission of orders and information from the highest to the lowest levels and vice versus, in a minimum period of time and with the least chance of misinterpretation.

Subordinate Responsibility and Authority

Commanders are responsible for everything their command does or fails to do. However, commanders subdivide responsibility and authority and assign portions of both to various subordinate commanders, supervisors, leaders and staff members.

In that way, a proper degree of responsibility becomes inherent in each level of command. Thus each person in the chain of command has sufficient authority to accomplish their assigned duties and is held accountable for their actions.

Proper use of the chain of command is vital to the effectiveness of the unit, the organization and the Army. Therefore, every effort must be made to acquaint all personnel with its existence and proper function.

Right to Command

The office, and the special assignment of members of the armed forces holding military rank who are eligible, determine who will exercise command.

A civilian, other than the President as Commander in Chief, ***may not exercise command.*** However, a civilian may be designated to exercise general supervision over an Army installation or activity under the command of a military superior.

(AR 600-20 Army Command Policy, para 1-5a)

Manpower Mix Civilians are an integral part of America's Army with the same ethics, values and dedication as the military. *America's Army cannot accomplish its mission without the effort of all parts of the Army team; soldier and civilian.*

Civilian employees of the Department of the Army are members of the Executive Branch of the Federal government. They are subject to the same laws, regulations, and systems, as all other federal employees, and to the policies and regulations that are unique to DOD and DA.

The Role of the Civilian The basic role of DA Civilians is to support and serve in mission accomplishment. DA civilians perform highly technical, specialized, and professional functions as well as support and service assignments to help carry out the Army's complex mission.

Civilians ensure continuity of administration and operations, provide critical technical skills often not available by military personnel, and allow military personnel to concentrate their efforts primarily on military duties and functions.

Civilian Career Management AR 690-950 identifies a civilian career management system for over 20 civilian career, professional, technical, and administrative fields. The civilian management system has aligned itself with the Army personnel proponent system and is integrating the systems, as stated in AR 600-3, Personnel Proponent System.

Percentage of the Workforce Civilians make up about 70% of the Army's sustaining base operations work force, 85% of the Army's research and development staff, and 97% of the logistics force. Of this work force, over 10% are supervisors and managers, and more than 350 are senior executives (equivalent to general officers) who provide leadership to every function the Army performs, except combat.

Appropriated Fund Employees The majority of civilians are appropriated fund employees (usually referred to as civil service). This means they are paid by funds appropriated by the Congress of the United States and managed by the Department of Defense (Army). The Office of Personnel Management (OPM) administers federal civil service laws that govern appropriated fund employees.

Nonappropriated Fund Employees The other category of civilians are nonappropriated fund employees, which include Army clubs and messes, guest houses, child care centers, bowling centers, etc.

Nonappropriated fund (NAF) activities generate the funds required to pay their employees. Department of the Army policies and regulations, rather than federal law govern NAF employment

**Economy of
Civilian vs
Military**

Total costs for a civilian employee, including salary, benefits and training costs, make it more economical to employ civilians in support positions freeing vital military resources for uniquely military missions.

**General
Civilian/
Military
Responsibilities
and
Relationships**

To be an effective leader you need to know your mission, assess your soldiers, provide feedback and discipline, provide a means to improve performance for your area, and lead by example.

That is what you need to do for your civilian employees too.

However, how you do that is somewhat different. There are regulations governing civilian personnel management just as there are for the military (Title 5 and Title 10, Code of Federal Regulations). The rules under which civilians are paid, hired, promoted, trained, appraised, given awards, disciplined and retired are different from those governing military personnel.

This is because of the different fund sources, laws and regulations, personnel policies and practices for Army civilian employees.

**Soldier/Civilian
Role Difference**

There should be few problems if you treat civilian and soldier subordinates fairly; but this does not mean you should treat them alike. Soldiers may "work" for a civilian supervisor in a staff environment, but they also "serve" in the Army. Civilians need to consider this situation when assigning tasks and judging performance.

For civilians, supervising soldiers entails a few more responsibilities because the civilian supervisor must consider military aspects of the soldier performance, such as appearance and additional military duties.

The local installation Civilian Personnel Administration Center (CPAC) and the regional Personnel Operating Center (CPOC) perform personnel administration functions.

The CPAC and CPOC are a supervisor resource for help and advice on personnel issues, position and pay management, recruitment and placement, training and development, employee relations, technical services, and labor management relations.

However, it is up to the military or civilian supervisor to learn the rules of the game for day to day implementation, especially in today's environment of downsizing.

Differences in Civilian and Military Personnel Policies

Although the Army is moving closer to integrating some common military and civilian personnel policies, differences continue to exist. Normally soldiers consult their military leaders about military actions.

Civilians consult their immediate supervisor or the Civilian Personnel Advisory Center.

Military and Civilian Personnel Systems

Civilians have played an important role in our country's military since the colonial period. How the army is organized, trained and equipped to fight, affect the role of the civilian.

There are fundamental differences between the military and civilian personnel systems, but more importantly, there are many similarities in the way we lead and manage soldiers and civilians.

"It is this common ground that provides an opportunity for all Army leaders to improve their leadership capabilities and to create an organizational climate in which the soldiers and civilians know they're important members of our team". (Written by Lt. GEN Robert M. Elton, US Army Ret., former Deputy Chief of Staff for Personnel, Department of the Army)
(ARNEWS, 1987. Updated April 92)

Civilian Work Force

The Army recruits civilians to fill established position vacancies. Civilian recruitment occurs primarily at the local installation level. Positions may be filled either by internal promotion from local workforce or external hire.

Civilian grades or ranks are determined solely by the position they permanently occupy. Eligibility to hold the position determines if a civilian can move to a position. Most civilians are mobile based on their interests or desires.

Since the civilian program is decentralized, the commander has maximum authority.

Civilian Job Categories

There are three broad categories of civilian jobs.

- General Schedule (GS) positions include administrative, technical, and professional jobs.
- Wage Grade (WG) positions are trade jobs. GS and WG positions have a number grade level assigned within major job categories.
- Senior Executive Service positions which are the equivalent of General Officer positions.

There are separate standards for supervisory and managerial jobs. Every position in the federal government is classified by the Office of Personnel Management (OPM) classification standards, which defines the title, series, and grade level. For example, an Accountant (title) grade 11 would be GS (General Schedule) 510 (Series) 11 (grade), written as; Accountant, GS-510-11.

Duties and Job Classification

Civilians' duties differ depending upon their job classification and grade level. The supervisor assigns the duties and responsibilities, and considers the qualification requirements for the specific position and compares these to the classification standards.

The person and grade define military duties. However, Civilians and Officers do take the same oath upon entry to the Army.

"Duty" for civilians relates directly to the job position and its requirements as determined by the supervisor. For example, a civilian secretary's duties might include filing, typing, coordinating schedules and answering incoming phone calls. For a supervisor, it could entail performance ratings, counseling, and delegating actions. Job classification and grade level differ depending on the job duties.

Additional Duties for Civilians

Assignment to additional duties of long duration, must relate to a DA civilians job position. For example, DA civilians are not normally assigned additional duties as Charge of Quarters (CQ), or Staff Officer of the Day (SDO).

Civilian Personnel Management responsibilities

Classifying a civilian job means deciding a position's pay plan, title, series, and grade. Classifying a position sounds simple enough. Obviously, we would not have any trouble classifying a butcher or a baker, but jobs may not always be quite that clear cut.

The Army has over 800 different job series. Closely related jobs may overlap or sound similar, making classification difficult. For example, some clerical positions are similar, and determining precisely which job series best fits a given position can be a close call.

Classifying Civilian Jobs Classification of civilian jobs is a team effort. As a supervisor or leader of civilians, you usually work with a variety of people in classification decisions.

The commander, the position management officer, resource manager, civilian personnel specialist, and you, the supervisor, determine how your organization looks and what type of people you need in the organization.

Alignment of Duties and Responsibilities In addition to having an efficient organizational structure, you must also have a proper alignment of duties and responsibilities for each position. The correct design and alignment will contribute to organizational effectiveness.

For more information about managing positions, read DA Pamphlet 690-45, Position Classification Guidance, on how to design jobs.

Grade Level and Type of Work The higher the grade the more complex and demanding the work performed. Examples of grade levels and the type of work performed:

- GS-1**
 - GS-1 include those classes of positions the duties of which are to perform, under immediate supervision, with little or no latitude for the exercise of independent judgment.
- GS-5**
 - GS-5 include those classes of positions the duties of which are to perform, under general supervision, difficult and responsible work in office, business, or fiscal administration, or comparable subordinate technical work in a professional, scientific, or technical field. To perform, under immediate supervision, and with little opportunity for the exercise of independent judgment, simple, and elementary work.
- GS-12**
 - GS-12 include those classes of positions the duties of which are to perform, under general administrative supervision, with wide latitude for the exercise of independent judgment, work of a high order of difficulty and responsibility along special technical, supervisory or administrative lines in office, business, or fiscal administration.
- GS-15**
 - GS-15 include those classes of positions the duties of which are to perform, under general administrative direction, with very wide latitude for the exercise of independent judgment, work of outstanding difficulty and responsibility along special technical, supervisory, or administrative lines which has demonstrated leadership and exceptional attainments.

As pointed out earlier, all members of America's Army contribute to the overall success of the Army's mission. We have just discussed how each member contributes within their role to the overall goal of mission accomplishment.

**Types of
Authority**

Authority is the legitimate right and power of leaders to command, enforce laws, exact obedience, direct subordinates, and, to take action within the scope of their responsibility.

**Command
Authority**

Command authority can come from regulations or laws, but it primarily originates with the President of the United States as the Commander in Chief of the Armed Forces.

All leaders, (Commissioned Officers, Warrant Officers, Noncommissioned Officers and DA Civilians) have command authority when filling positions requiring the direction and control of other members of the Army as an official part of their duties.

The Army however restricts command authority to the position in the organization and its soldiers, facilities and equipment that make up the unit or organization.

**General
Military
Authority**

General military authority is the authority extended to all soldiers to take action. General military authority originates in the oath of office, oath of enlistment, rank structure, tradition and regulations.

Military leaders may exercise general military authority over soldiers from different units. Thus when a NCO, Officer or Warrant Officer of one battalion stops a soldier from another to give instructions on military courtesy or to make an on-the-spot correction, he is exercising general military authority.

However, DA Civilians do not normally have general military authority over personnel assigned to different units or organizations.

Source of Authority

The sources of authority for Civilians are as follows:

Civilians are part of the total federal work force and are members of the Executive Branch of the federal government. They derive their authority from a variety of sources, such as the unit or organization commander, Army Regulations, and Title 5 U.S. Code.

Because authority of DA Civilians is primarily job related, they normally exercise authority in matters relating to the position they hold in the organization.

Except for the President of the United States as the Commander in Chief, *a DA civilian does not have the authority to command.*

Disciplinary Responsibility

As a military or civilian supervisor, you need to be alert and aware of what is going on around you.

Civilian supervisors of military personnel can take limited disciplinary action directed at soldiers under their supervision. These actions include reminders, warnings, and/or corrective training or counseling to correct poor job performance, minor breeches of conduct such as lateness, lack of cooperation, and poor appearance.

Soldiers and Serious Offenses

If a soldier commits a serious offense while under civilian supervision. The civilian supervisor notifies the chain of command.

A serious offense is one that could violate the Uniform Code of Military Justice (UCMJ). Remember civilian supervisors do not have authority to administer punishment - only the military chain can do that.

Civilian Discipline Principles

The Army believes civilian discipline should be progressive and corrective. Progressive discipline and corrective discipline impose more severe penalties as the seriousness of the offense and the number of times the offense is committed increases.

Title 5 of the U.S. Code, 7508 and 7513, (disciplinary actions) state's discipline cannot be arbitrary or capricious. It emphasizes the penalty must not be excessive in relation to the offense or prior practice. Penalties must not be unreasonable.

Disciplinary Procedures and Recourse

Civilians have protection for tenured competitive service. When it is necessary to discipline a civilian employee the supervisor must adhere to a system of rules and follow the appropriate process.

Supervisors must use their installation Civilian Personnel Administration Center (CPAC). The CPAC has the experts to assist supervisors through the process.

Performance or Conduct Problems

Is the problem performance - doing the job right; or conduct - following the organization's rules and standards? If the problem is performance, an opportunity has to be given to the employee to improve. Actions taken related to performance problems include demotion to a less demanding level of work, reassignment to another position, or even removal.

Misconduct

If the problem is misconduct, then disciplinary action can be taken. Some examples of misconduct are leaving early, causing disruptions, and refusing to follow directions or orders. Examples of disciplinary actions include:

- Reprimands
- Suspensions
- Removal

A fundamental concept in civil service is that discipline is to correct unacceptable behavior not punish the employee.

Upon reviewing a case, this is one of the first aspects reviewing authorities check. When determining discipline, several factors, such as frequency and seriousness, should be considered. Remember, actions often-illicit grievances and third party reviews. Ensure the employee knows the rules; that discipline is consistent and fits the offense; that you can prove the misconduct occurred; and that you thoroughly document the incident.

Most importantly, use your CPAC. They will guide you through the process.

Grievances

All DA civilian employees who are U.S. citizens and paid from appropriated funds may submit a grievance at any time they feel they aren't treated fairly.

Civilian employees have a right to: prompt consideration of their grievance; fair decisions; representation; file without fear of reprisal or unfavorable treatment, any concern or dissatisfaction related to employment, except matters specifically excluded.

Organizational Grievance Policy	<p>Each organization has a policy for handling civilian grievances. The established policy ensures an objective review of conditions. A simplified version of the grievance process is as follows; step one, try to resolve, informally, at the employee's immediate level.</p> <p>If the grievance cannot be resolved informally, the employee will submit a written notice explaining the issues and desired outcome. Grievances are then investigated by a higher authority and are reported to the commander.</p> <p>The commander can grant or deny relief. As always, consult your CPAC for help with any issues concerning civilians.</p>
Requirement for Performance Standards	<p>Employees participate in establishing the critical elements and performance standards for their jobs. Under Chapter 43 of Title 5 of the U.S. Code, action taken against employees because of poor performance must be based on a formal agency performance appraisal system.</p>
Requirement for Written Warnings	<p>OPM also requires agencies to provide written warnings to employees at least 30 days before initiation of demotion or removal actions based on poor performance.</p> <p>If that employee's performance becomes acceptable and remains acceptable for one year, the record of poor performance is removed from agency files.</p>
Civilian Work Schedule Concepts	<p>Usually, the basic civilian workweek is 40 hours, 8 hours a day, Monday through Friday. Agencies establish their own start and stop times. In contrast to military personnel, civilians are not on duty 24 hours a day, 7 days a week.</p> <p>At some installations, locally negotiated agreements identify the work hours for their agencies. Lunch breaks are in addition to the actual eight hours worked. A normal situation in some agencies may require it to operate six or seven days a week, or to use shifts.</p> <p>Tours of duty should be announced in writing, and scheduled in advance of the administrative workweek. The schedule should cover at least one workweek. Do not change tours of duty to avoid paying overtime, night differential, Sunday or holiday pay.</p>

Types of Civilian Work Schedules

Flextime: Flextime provides optional times of arrival and departure. It also establishes a core time during which all employees must be present. Employee participation in flextime is voluntary.

Flextime gives employees the opportunity to adjust start and stop times to suit their personal schedules. The intent is not to shorten workweeks from 5 to 4 days.

Compressed Work Schedule (CWS): Compressed Work Schedules enable employees to fulfill their basic work requirements in less than 10 days during the (two week) pay period (e.g., employee works eight 9 hour days, one 8 hour day and off the 10th day).

Check local policy to verify how CWS works in your organization.

Compensatory Time: Wage grade employees do not get compensatory time, they must be paid overtime.

Exempt GS employees whose salary exceeds GS-10 step 10 can be required to take compensatory time instead of overtime. Officially record compensatory time when it is earned and taken.

Leave

Annual GS employees receive 4 hours leave every pay period until the third year. For 3 - 15 years in service, they earn 6 hours leave for every pay period and then 8 hours a pay period over 15 years.

Employees can accrue up to 30 days leave that they may carry over to the next calendar year. Leave earned during the year above the 30 days, must be used in that leave year or forfeited.

Sick Leave: Sick leave accrues at the rate of 4 hours a pay period (two weeks) for full time employees regardless of their grade. Part time employees accrue sick leave at the rate of 1 hour for 20 hours worked.

There is no limit to the number of hours' employees may accrue. Only supervisors or a designated substitute can approve sick leave.

Miscellaneous Leave

- Leave without pay
- Military leave for reservists
- Court leave
- Maternity leave
- Administrative leave

Civilian Promotions

Unlike the military, who are promoted or are separated from service, civilians are promoted when they are selected for a specific job. Civilians do not have a predetermined up or out method of hiring and retiring.

Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. However, civilians are recruited to fill established position vacancies. Civilian recruiting is conducted primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

Civilians can also be detailed for special assignments usually up to 120 days or be temporarily promoted.

SUMMARY

Throughout this lesson, we have identified civilian and military methodologies and systems. Below are highlights of the similarities and differences of both systems.

Differences exist between the military and civilian work force. Law and mission requirements determine the differences between the two systems. Some of the *differences* are as follows:

(1) As mentioned before different laws within the United States Code establishes the two work forces, Title 10 for the military and Title 5 for the civilian.

(2) Military members carry their grade with them regardless of the job they perform. The position occupied normally will not affect the grade of the military member. The position they permanently occupy will determine the grade or rank of a civilian worker. If they move to a new position, they assume the grade of the position. Their movement to a position is determined by their eligibility to hold the position.

(3) Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. Civilians are recruited and hired primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

(4) Mobility of military members is mandatory. However, in general mobility for civilian members is voluntary.

(5) The focus of training for military members is on leadership and common military skills. Army regulation and law govern the training requirements. Civilian training for civilians focuses on related leadership and specific duties of the position in which employed. Civilian training is not necessarily mandatory. Supervisors approve training for civilian employees.

SUMMARY
Continued

Just as there are differences between the military force and the civilian force there are also some important *similarities* between the systems.

(1) There are legislative and congressional imposed size limitations on both forces.

(2) The working relationships within the two forces are based on a superior/subordinate concept.

(3) Organizational levels in the staff chain are the same for both systems, i.e., from the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army to the installation level.

(4) Management functions within both systems address the same issues and concerns of policy, planning, budgeting and evaluating.

(5) Leading and caring for subordinates are paramount to both systems.

(6) Civilians and Officers take the same oath upon entry to the Army.

**Review/
Summarize**

During this lesson, we discussed civilians and their position in the Army.

1. Supervision, training and evaluation

- Responsibilities of civilians and military
- Evaluations
- Training requirements
- Awards

2. Chain of command, manpower mix, and civilian duty relationships

- Chain of Command
- Manpower mix
- Responsibilities required of military and civilians working together

3. Military and civilian job/duty descriptions

- Civilian job description vs a military job description
- Civilian Personnel Management responsibilities

4. Military and civilian discipline procedures

- Disciplinary responsibility and authority of the commander and the civilian supervisor
- Recourse civilians have against disciplinary action

5. Military and civilian duty time**6. Military and civilian promotion procedures**

**Check on
Learning**

If your completed Lesson Exercises do not agree with the suggested solution, be sure to review this Student Handout.

**Transition to
Next Lesson**

The concepts required to work in civilian and military work groups are similar to those you will utilize in other leadership areas and activities. Make a mental note to look for places to apply concepts covered in this lesson to other leadership lessons.
